



Course & Session Number	SOWK 600 S03	Classroom	Online: Zoom In Person:
Course Name	Social Justice & Theory in Advanced Social Work Practice		
Dates and Time	Start of Classes: May 6, 2024 End of Classes: June 17, 2024 Dates and Time: Zoom Sessions: Tuesdays (May 7, 14, 21, & June 4) from 5:30 – 8:30pm In-person residency: May 28 th – 31 st from 9:00am – 4:00pm Add/Drop/Withdrawal Dates: Please refer to the course-specific deadline in your Student Centre ¹ .		
Instructor	Linda Kongnetiman PhD	Office Hours	As Required
UCalgary E-mail	Linda.kongnetiman@ucalgary.ca	UCalgary Phone	By email

OUR COMMITMENT TO EQUITY, RACIAL JUSTICE, DIVERSITY, INCLUSION AND DECOLONIZATION

The Faculty of Social Work (FSW), University of Calgary (UCalgary), is committed to promoting and actualizing equity, racial justice, diversity, inclusion, and decolonization. We affirm that diversity and uniqueness are enriching and valuable, and that they can strengthen our teaching, learning, research, scholarship, and community connections. We aim to foster an inclusive, thriving, and equitable environment for our students, non-academic and academic staff, and community members. We take the stand that [equity](#) does not mean sameness in treatment of people, but rather requires measures and accommodations for diverse life experiences and circumstances to ensure that no one of a particular social group is disadvantaged, underrepresented or overlooked in all aspects of our work. We intend to address systemic inequities and compounded disadvantages due to intersectionality of social locations, particularly for those who are members of racialized communities, Indigenous peoples, Black peoples, persons with disabilities, migrant groups (including refugees and immigrants), 2SLGBTQ+ communities, linguistic minorities as well as those who have experienced socioeconomic, caregiving, religious, political, and/or cultural barriers to their education and employment. We also recognize, honour, and integrate into our work diverse perspectives, ways of knowing and doing, experiences, and strengths. An

¹ In the Enrolled Courses table, under Deadlines, click on the Calendar icon by each course and the deadlines will appear.

anti-oppressive lens, particularly intersectional, anti-colonial, anti-racist and decolonizing frameworks, will inform our work.

Please refer to our full statement of our [Commitment to Equity, Racial Justice, Diversity, Inclusion and Decolonization](#), our [Statement on Anti-Black Racism](#) and the work of the faculty's [Anti-Black Racism Task Force](#), our [Statement on Anti-Asian Racism](#), and the university's [Indigenous Strategy](#).

SYLLABUS STATEMENT

Examines concepts of culture, identity, oppression, and social differentiation in relationship to theories of social justice, at all levels of professional practice.

COURSE DESCRIPTION

This course focuses on theorizing from and with the body and mind, to critically examine perspectives of social justice and move towards (re)imagining justice and the possibilities of a more liveable present and future(s). You will have the opportunity to: (1) engage in an embodied and affective learning process, (2) theorize social justice from various bodies of knowledge, perspectives, and experiential learning opportunities, (3) reflect on how your social positionings and worldviews inform and impact your understandings and efforts toward social justice, (4) collectively theorize, design, and enact justice-oriented change possibilities in connection to social work practice, and (5) cultivate layered and holistic understandings of accountability for/as social justice. You are encouraged to think-feel with the various knowledges, theories, and practices engaged throughout the course. This is a blended course comprised of 4 online sessions and a 4-day in person residency (as indicated in the course schedule). Classes will include critical dialogues, group work, experiential activities, and embodied exercises to support multiple ways of knowing, doing, being, and relating.

Pre-requisite(s): Admission to the MSW program or the Graduate Certificate in Advanced Social Work Practice

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Critique theories of justice, power, and inequity and their roles in shaping oppressive social structures and unbalanced power relations.
2. Critically examine issues of diversity and power relations that form common links among the experiences of oppression and marginalization in Canada and internationally.
3. Demonstrate, identify, and articulate a social work identity, with emphasis on social justice, social work values and knowledge.
4. Demonstrate a critical understanding of oppressive social structures and the role that anti-oppressive social work theories and practices can play in facilitating resistance that lead to social justice and transformation.
5. Apply an anti-oppressive perspective, grounded in theory, research and evidence-based knowledge to their own practice.

6. Advocate for social justice and the social well-being of all peoples, and in particular vulnerable or disadvantaged individuals, groups, and communities.
7. Identify strategies for applying course learning.

LEARNING RESOURCES

This course was developed with course outlines from Sheliza Ladhani 2024, PhD, Heidi Heavyshield MSW, 2022. Mohammed Nurudeen Musah MSW 2023, and Carly-Ann Haney PhD(c) 2023.

REQUIRED TEXTBOOKS AND/OR READINGS

No textbook is required for this course. As this is a graduate level seminar, you are expected to read through the material in preparation of participating in class discussions. **Required readings can be accessed through the following link :**

https://ucalgary.alma.exlibrisgroup.com/leganto/public/01UCALG_INST/lists/22393280080004336?auth=SAML, and are accessible through D2L via Leganto Reading list. A list of additional recommended readings will be shared on D2L, and you are welcome to read and integrate the recommended readings to their assignments and class discussions.

LEARNING TECHNOLOGIES AND REQUIREMENTS

A D2L site is set up for this course, which contains required readings and other relevant class resources and materials. A laptop, desktop or mobile device with Internet access, microphone and speaker is required for D2L and Zoom access.

RELATIONSHIP TO OTHER COURSES

The Advanced Practice Core curriculum consists of 4 theme courses, SOWK 600, 602, 604, and 606, which will explore core elements of social work knowledge and practice within the specializations. This curriculum will examine social justice, research strategies, social work practice models, and public policy with the intent of further developing students' unique social work perspective and strengthening their social work identity and personal practice framework. These courses also provide the foundation for the specialization as well as for the field education component leading to the final capstone project.

CLASS SCHEDULE

Important Dates for Winter 2024

- Start of Term: Wednesday, May 1, 2024
- First Day of Class: Monday, May 6, 2024
- End of Term: Sunday, June 23, 2024
- Last Day of Class: Monday, June 17, 2024
- Fee Deadline: Tuesday, May 14, 2024
- Victoria Day, no classes: Monday, May 20, 2024

Date	Topic & Readings	Assignments & Notes
Self Identity: Centred in Social Justice & Critical Social Work Praxis		
May 7	<p>Zoom Session 5:30 – 8:30 PM MST</p> <ul style="list-style-type: none"> • Introductions and course overview • Introduction to course outline and expectations • Thinking-feeling theoretical paradigms and critical theory in social work praxis <p>Readings:</p> <ul style="list-style-type: none"> • Baines (2011) – Overview of social justice and anti-oppressive practices. • Blackstock (2019) – Lessons from experience. • Mandell (2008) – Power, care, and vulnerability. • McLaughlin (2011) – Perspectives from practice. 	Reflexivity, Reflectivity, Self identity, Critical Social Work Praxis
Indigenous Worldviews and Perspectives		
May 14	<p>Zoom Session 5:30 – 8:30 PM MST</p> <ul style="list-style-type: none"> • Theories and Practice Frameworks • Colonization, decolonization, developing restorative social work responses <p>Readings:</p> <ul style="list-style-type: none"> • Blackstock, C. (2009). The occasional evil of angels • Truth and Reconciliation Commission of Canada. (2015). • Truth and Reconciliation Commission of Canada. (2015). Calls to action • United Nations. (2007). United Nations declaration on the rights of Indigenous peoples. 	Assignment 1, Post 1 – May 12th Centring lived and living experiences
Oppression, Domination and Power		
May 21	<p>Zoom Session 5:30 – 8:30 PM MST</p> <ul style="list-style-type: none"> • Structural Oppression • Intersectionality & Multiple Identities • Oppression and Power <p>Readings:</p> <ul style="list-style-type: none"> • Mullaly, R. P. (2010). Challenging oppression and confronting privilege • Young, I. M. (1990). Five faces of oppression, Ch. 2 (p. 39-65) • Ferrer, I., Grenier, A., & Brotman, S., & Koehn, S. (2017). 	Assignment 1, Post 1 – May 24th
Social/Racial Justice in Public Service: Municipal example		
May 28	<p>Morning Session 9:00AM - 12:00PM MST</p> <ul style="list-style-type: none"> • Public Service & Social Issues 	In person Residency

(in person residency)	<ul style="list-style-type: none"> Public Service and Social and Racial Justice. <p>Readings:</p> <ul style="list-style-type: none"> Ferrer, I., Grenier, A., & Brotman, S., & Koehn, S. (2017). Understanding the experiences of racialized older people Mills (2000) – The bureaucratic ethos. Young (2017). Francis (2019) & Yergeau (2013) – Learning from experience John Solas. (2009). What kind of social justice does social work seek? National Association of Social Workers (NASW) (2010) Fact Sheet on Social Justice 	Council Chambers Calgary Municipal Building
	<p>Afternoon Session 1:00PM – 4:00PM MST</p> <ul style="list-style-type: none"> Emergent Strategies Theorizing Sessions (Group work) 	In person Residency
Social Justice, Social Work and Well-Being		
May 29	<p>Morning Session 9:00AM - 12:00PM MST</p> <ul style="list-style-type: none"> Attending to health and well-being Accountability to body, mind, and spirit – reconnecting work The body, mind, and injustice Social Justice and Determinant of Health <p>Readings:</p> <ul style="list-style-type: none"> Bahra, R. A. (2018). “You can only be happy if you’re thin!” Gorman, R. & LeFrançois, B.A. (2018). Mad studies. Samuels, E. (2017). Six ways of looking at crip time LeFrançois, B. A. (2020). Psychiatrising children. In Exploring childhood and youth Guest Speaker 	In person Residency
	<p>Afternoon Session 1:00PM – 4:00PM MST</p> <ul style="list-style-type: none"> Emergent Strategies Theorizing Sessions (Group work) 	In person Residency
What About Social Policy and Research?		
May 30	<p>Morning Session 9:00AM - 12:00PM MST</p> <ul style="list-style-type: none"> Who is developing social polies and conducting research Accounting for Peoples experiences <p>Readings:</p> <ul style="list-style-type: none"> Andrews, J., & Reisch, M. (2002). The radical voices of social workers Beresford (2003) - Experience matters. Kovach (2010) - Spaces of necessity. Lipsky (2010) - Social workers as policy makers 	In person Residency
	<p>Afternoon Session 1:00PM – 4:00PM MST</p> <ul style="list-style-type: none"> Emergent Strategies Theorizing Sessions 	In person Residency
Rethinking Social Justice and Racial Justice		

May 31	ALL DAY: 9:00AM - 4:00PM MST <ul style="list-style-type: none"> • Presentation of Emergent Strategies 	Assignment 2 – Today In person Residency
Moving Towards Collective Healing & Critical Hope		
June 4	Zoom Session 5:30 – 8:30 PM MST <ul style="list-style-type: none"> • Individual and collective accountability for Justice • Cultivating healing and accountability • Social Justice as a Clinical Social Worker Readings: <ul style="list-style-type: none"> • Hayes (2022, May 26) Podcast. • Anne Marie McLaughlin. (2009). Clinical Social Workers: Advocates for Social Justice 	Final session
Assignment 3 – June 7th Assignment 4 – June 5th		

ADDITIONAL CLASSROOM CONDUCT AND RELATED INFORMATION

GUIDELINES FOR ZOOM SESSIONS IN ONLINE CLASSES

You are expected to participate actively in all Zoom sessions. Please be prepared, as best as you are able, to join class in a quiet space that allows you to be fully present and engaged in Zoom sessions. **Unless advised (or agreed) otherwise by your instructor, your video camera should be turned on during class and you are expected to manage your microphone as required.** Please reach out to your instructor if you experience challenges that prevent you from having your camera turned on. You are expected to behave in a professional manner during all Zoom sessions. Please do not share the Zoom links with anyone who is not registered in this course.

MEDIA RECORDING FOR ASSESSMENT OF STUDENT LEARNING (By Instructor)

The instructor may use Zoom media recordings as part of the assessment of students. This may include but is not limited to classroom discussions, presentations, clinical practice, or skills testing that occur during the course. These recordings will be used for student assessment purposes only and will not be shared or used for any other purpose. Students will be advised before the instructor initiates a recording of a Zoom session

RECORDINGS OF ONLINE CLASSES (By Students)

Recording of lectures is generally not permitted. You must seek authorization from your instructor to record any lecture. Any student with a disability who is registered with Student Accessibility Services

(SAS), and who requires an accommodation to make audio recordings of course material shall be provided with such an accommodation if determined necessary by an Access Advisor in SAS. Please refer to the [Recording of Lectures Policy](#) and [Student Non-Academic Misconduct Policy](#) for the additional information.

ASSESSMENT COMPONENTS

Assignment I Discussion Board: Mapping beliefs, values, and knowledge of social justice

Due: May 12th, 2024 at 11:59 PM.

12.5% of course mark.

Aligned Course Learning Outcomes (CLOs): 1, 2, 3, 4, 5, 6, 7

For the first assignment, you are invited to explore your conceptions, beliefs, and values, focusing on the origin of your 'sense of social justice' to find out the people, relationships, experiences, and meanings attached to them and the forms they have taken. Who am I? Who or what shapes the values, norms, and ideologies that affect my life? What role do these values and beliefs play in (re)producing ways of thinking, being, and doing? With that foundation, why do you believe in (or not) in justice and should it be pursued? More specifically, for this assignment, you are invited to reflect on what social justice mean to you as a person and why it is (or not) important for your personal and professional growth. What are your (grounded, shifting, and/or emerging) beliefs about justice and its role in society? Some further questions you might consider are: Is social justice important to you or your community? Where does it come from and what say do you or your community have in shaping the views around it? What assumptions, expectations and desires do you bring into the discussion? Is it possible that your conception of justice is (seen as) unjust? How do you position yourself within ongoing social discourses of social justice?

(In summary, this assignment asks the questions where am I coming from, where am I now and where do I want to go with respect to my views on social justice?).

Technical details

Maximum 500 words, APA 7th edition - <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>.

Assessment Criteria of Assignment I

Explicit, sustained, and critical engagement and analyses of self, relationships, and experiences that informs your beliefs, biases, and assumptions of social justice. Include various identities and communities (places and interests) relevant for you and their influences on your beliefs about what you consider to be social justice or issues relevant to it.

Clear, succinct, and engaging personal writing [dig into the vulnerable, allow yourself to be challenged in this assignment]

Substantive employment of the course readings and discussions.

The second component to this assignment is to respond to one of your peer's main post in 500 words.

Each discussion will include 1 main post and 1 meaningful reply. Although only three discussions are graded, students are encouraged to respond to more discussions. Discussion guidelines and prompts will be provided on D2L.

***Note:** You are expected to be open about your reactions to topics and respectfully challenge one another as appropriate. You are encouraged and expected to respond on issues that are of*

interest, relevance, and importance to you highlighted in your peers' submissions, demonstrate articulate grammar and writing style. Restating or repeating information will be evaluated as a low-quality response. Discussion board involvement and response to peers means timely substantial engagement with what is posted, responses that are in depth, interesting, and engaged with critical and core issues demonstrate a scholarly contribution to issues being discussed in class; clearly links to course content, text, readings as well as other sources; reflects application of ideas, includes combination of concepts, evaluation, critique, demonstrating breadth and depth and accuracy of content area and demonstrates articulate grammar and writing style and in APA 7th ed).

Assignment 2 Discussion Board: Critical Social Work Question will be provided in class

Due: May 26th, 2024 at 11:59 PM.

12.5% of course mark.

Aligned Course Learning Outcomes (CLOs): 1, 2, 3, 4, 5, 6, 7

For the second assignment, you are invited to post based on a question that will be provided in class one week prior to the assignment. Same instructions for Assignment 1 applies to assignment 2.

ASSIGNMENT 3: CONCEPT MAPPING & Presentation MACRO LEVEL ISSUE ANALYSIS FROM A SOCIAL JUSTICE LENS

Weight: 50%

Due date: Part A (20%): June 7, 2024 Part B (30%): May 31, (Part A + Part B): 50% of course mark

Aligned Course Learning Outcomes (CLOs): 1, 2, 3, 4, 5, 6, 7

For the third assignment, each group (to be formed in class) will be responsible for animating the core ideas underpinning ONE theory/perspective of social justice. In preparing for this, the group will be responsible for identifying key theorists, philosophical, ontological, epistemological, and axiological foundations, as well as highlight the key areas more commonly engaged. After mapping the terrain of the methodology, as a group, you will decide on a particular social issue (child welfare, homelessness, domestic violence, etc.) and delve deeply into how that comes to be enacted within the broader social justice perspective selected frame for part B. It might be helpful to consider various kinds of materials (texts, audiovisuals, etc.) to tease out these aspects of the perspective: those that explains or talk about the approach and its methods and those that are examples of studies engaging those views to see how they are taken up in practice.

We will work on this during our asynchronous sessions, and I will show you some examples. There are many resources on the web about concept mapping. The assignment includes the concept map and a two page write up that explain the foci, rationale, and the components of the integrative product, your inclusion and exclusion criteria, how consensus was developed, and the key learnings from the exercise. You can talk about how your views have been strengthened or shifted, and what you will apply (or not) going forward.

Technical Details: **Part A:** This should summarize the overarching features of the social justice perspective. Who are the key players in the field? What are the organizing features of the perspective? How applicable is the perspective and what are its underlying ideologies/values? Think of it as a

reference guide to introduce others to the theory/perspective and provide a sense of where to go to learn more. 20% of course grade. Due date: June 7, 2024.

Part B: Share your understanding and research of the theory/perspective and its application. You should plan this to take 20 minutes. You can use whatever format you want, to carry out this exercise. After each presentation, we will have an open discussion, from which you might make some changes and additions to your concept map before the final submission. Also, I am happy to join your group discussions during preparations when invited.

You are encouraged to use your D2L spot to engage and share additional relevant information (comments, texts, audio-visual materials) that may be helpful for continuous learning and relevant for your concept map and presentation. You may also use D2L to engage the class in open discussion, from which you might make some changes/additions to the concept map for final submission.

Presentation date May 31, 2024. 30% of course grade.

Technical Aspects

- 3-4 pages in total (1-2 on the concept map and 2 on the write up). Also, feel free to use publicly available digital mapping tools (sample: <https://www.educatorstechnology.com/2018/01/9-great-concept-mapping-tools-for.html>).
- APA 7th Edition - <https://apastyle.apa.org/instructional-aids/reference-guide.pdf>
- Class presentation

To prepare the concept map, consider:

- What kinds of questions does the methodology lend itself to?
- What are the core features of the theory/perspective?
- Who are known scholars guiding the field, in other words, who should one look out for as they begin reading into the literature on the perspective?
- What counts as a social issue/injustice, where does power reside, and subsequently, how does that relate to the beneficiaries (who benefits) of justice?
- How are the individual and society positioned in the approach? How does the key scholars analyse or interpret justice?
- What ideological relations are considered?
- Where / how does it fit in the broader landscape of society? Think politically, historically, economically, socio-culturally etc. As in all other assignments, you need to use and cite explicitly course contents, readings, and activities. This can occur within the map/other type of integrative product, in the narrative short paper, or in both, in different ways.

NB: This is an opportunity to be creative and incorporate your own goals and interests.

ASSIGNMENT 4: SOCIAL JUSTICE APPLICATION Engagement & Participation (25% of course grade) – due June 5

Aligned Course Learning Outcomes: 1, 2, 3, 4, 5, 6, 7

Working towards social justice calls on us to make individual and collective commitments as we (re)envision the possibilities for a more liveable present and future. This course is grounded in relationality and reciprocity that asks us to respond and be response-able (Patel, 2016) to knowledge

and one another. As part of this relational orientation, students will be expected to come prepared to engage in deep listening, and contribute to dialogues/activities by sharing insights, content, critiques, and connections to their field of practice. Engagement is gauged not only by the quantity of contributions, but also how students facilitate a collective space of learning by being mindful of how space/voice are used. This includes being thoughtful of how ideas are shared in ways that create the conditions for ethical spaces of engagement and collective care. Recognizing that engagement and participation are animated in multiple ways, some more overt than others, students will be invited to reflect on and assess their own participation and engagement in the course by submitting a two-page reflection **via D2L Dropbox by 11:59pm June 5th.**

Assessment Criteria: Students will complete a reflection summary on June 5th based on their experiences (2-pages on WordDoc). You will include reflections and ratings around your level of engagement, learnings, and collaboration. You will provide a suggested grade out of 25 based on your self-assessment. Criteria will include rating yourself as you engage in thoughtful discussion, explore deeper meanings, confidence in leadership, reflection on social work values, risk taking and skill development along with your self-assessment around your work within your group assignment.

Summary of Assignments	Due Dates	Weight
1. Discussion Board Reflections	May 12 th	12.5%
2. Discussion Board Reflections	May 26 th	12.5%
3. Concept Mapping Part A	June 7 th	20.0%
3. Presentation Macro Level Issue Part B	May 31	30.0%
4. Social Justice Application Engagement & Participation	June 4 th	25.0%

ADDITIONAL ASSESSMENT AND EVALUATION INFORMATION

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Students are expected to be fully present and engaged in each class activities and discussions as part of their participation grade. Details are outlined in the assessment components section above. If you are unable to attend, please contact your instructor *prior* to class (if possible) to discuss alternative means of engagement.

GUIDELINES FOR SUBMITTING ASSIGNMENTS

Please submit all assignments electronically through their respective Dropbox folder in D2L, unless otherwise indicated in the assignment descriptions. Assignments should be submitted as a Word document whenever possible and labeled as follows: "Last Name_First Name_Assignment Name" (e.g., Kongnetiman_Linda_Assignment Name). **Assignments are to be submitted by 11:59pm on their due date.** Please note it is the student's responsibility to keep a copy of each submitted assignment and to ensure that the correct version is submitted.

LATE ASSIGNMENTS

Late assignments will be accepted only in exceptional circumstances and at the discretion of the instructor. Please email the instructor at least 24 hours prior to the assignment due date if you expect to request an extension. The total possible grade of an assignment will be reduced by 2.5% for each day/partial day (including weekend days) the assignment is handed in beyond the due time or beyond a negotiated extension date. Assignments will not be accepted 7 days after due date.

EXPECTATIONS FOR WRITING

All written assignments will be assessed partly on writing skills. Writing skills include not only surface correctness (grammar, punctuation, sentence structure, etc.) but also general clarity and organization. Sources used in research papers must be properly documented and referenced in APA 7th edition format. If you need writing support, please connect with the Student Success Centre, at: <https://www.ucalgary.ca/student-services/student-success/writing-support>

ACADEMIC MISCONDUCT

It is expected that all work submitted in assignments is the student's own work, written expressly by the student for this particular course. Students are reminded that academic misconduct, including plagiarism, has serious consequences, as set out in the University Calendar: <http://www.ucalgary.ca/pubs/calendar/current/k.html>

GRADING

A student's final grade for the course is the sum of the separate assignments. It is not necessary to pass each assignment separately in order to pass the course. The University of Calgary [Graduate Grading System](#) and Faculty of Social Work Percentage Conversion will be used. This grading system overrides the grading system in D2L.

Grade	Grade Point	Description	Percentage Range
A+	4.0	Outstanding performance	95-100
A	4.0	Excellent performance	95-100
A-	3.7	Very good performance	90-94
B+	3.3	Good performance	85-89
B	3.0	Satisfactory performance. Note: The grade point value (3.0) associated with this grade is the minimum acceptable average that a graduate student must maintain throughout the programme	80-84

		as computed at the end of each year of their program.	
B-	2.7	Minimum pass. Note: Students who accumulate two grades of “B-” or lower can be required by the Faculty to withdraw from the programme regardless of the grade point average.	75-79
C+	2.3	All grades of “C+” or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.	70-74
C	2.00		65-69
C-	1.70		60-64
D+	1.30		55-59
D	1.00		50-54
F	0.00		Below 50
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.	

COURSE EVALUATION

At the close of each term, students can provide feedback on their academic learning experience in their courses, including their instructors, through university-wide online surveys. Student feedback contributes to ensuring academic excellence in the university’s curriculum by bringing direct feedback to instructors.

Students will receive an email from **UCalgary Course Experience Surveys** with direct links to their current course surveys, or they can access within the D2L course shell. For more information, visit: <https://www.ucalgary.ca/provost/teaching-learning/student-surveys/usri>

Students are welcome to discuss the process and content of the course at any time with the instructor.

ADDITIONAL SUGGESTED READINGS

Please see D2L for additional readings.

UNIVERSITY OF CALGARY POLICIES AND SUPPORTS

Professional Conduct

As members of the University community, students and staff are expected to demonstrate conduct that is consistent with the University of Calgary's [Code of Conduct](#).

Students and staff are also expected to demonstrate professional behaviour in class that promotes and maintains a positive and productive learning environment. Consistent with the aims of the Social Work Program and the University of Calgary, all students and staff are expected to respect, appreciate, and encourage expression of diverse world views and perspectives; to offer their fellow community members unconditional respect and constructive feedback; and to contribute to building learning communities that promote individual and collective professional and personal growth. While critical thought and debate is valued in response to concepts and opinions shared in class, feedback must always be focused on the ideas or opinions shared and not on the person who has stated them.

Students and staff are expected to model behaviour in class that is consistent with our professional values and ethics, as outlined in the [Canadian Association for Social Workers, Code of Ethics](#) (2005) and the [Alberta College of Social Work Standards of Practice](#) (2019).

Academic Accommodation

It is the student's responsibility to request academic accommodations according to the University policies and procedures. Students seeking an accommodation based on disability or medical concerns should contact [Student Accessibility Services](#) (SAS). SAS will process the request and issue letters of accommodation to instructors. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their instructor. Please refer to the full policy on [Student Accommodations](#).

Research Ethics

"If a student is interested in undertaking an assignment that will involve collecting information from members of the public, they should speak with the course instructor and consult the [CFREB Ethics Website](#) before beginning the assignment.

Academic Misconduct

For information on academic misconduct and its consequences, please refer to the [Integrity and Conduct](#) section in the University of Calgary Calendar.

Instructor Intellectual Property

Course materials created by professor(s) (including presentations and posted notes, labs, case studies, assignments, and exams) remain the intellectual property of the professor(s). These materials may NOT be reproduced, redistributed, or copied without the explicit consent of the professor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

Copyright Legislation

All students who use materials protected by copyright are expected to comply with the University of Calgary policy on [Acceptable Use of Material Protected by Copyright](#) and requirements of the [Copyright Act](#) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the [Non-Academic Misconduct Policy](#).

Freedom of Information and Protection of Privacy

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. [Private information](#) related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

Sexual and Gender-Based Violence Policy

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's [Sexual and Gender-based Violence Policy](#) guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances.

Other Important Information

Please visit the [Registrar's website](#) for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/ Assembly Points
- Safewalk